Transitioning from the Indiana Academic Standards (IAS)
to the Common Core State Standards (CCSS):
Instructional and Assessment Guidance
(English/Language Arts – Updated April 2012)

Opportunity to Learn

Since the adoption of the Common Core State Standards, Indiana educators have been transitioning to the CCSS. From an assessment perspective, transitioning to the CCSS necessitates a focus on "Opportunity to Learn" for students. Opportunity to Learn (OTL) refers to equitable conditions or circumstances within the school or classroom that promote learning for all students. OTL includes curricula, learning materials and instructional experiences. In short, OTL supports student success by ensuring student access to both content and instruction.

Opportunity to Learn is both a **moral imperative** and an **ethical responsibility** on the part of educators. "Using OTL standards as a guide, students can measure whether they have a realistic shot at learning the subjects the state requires and whether they will have a fair chance to compete for college," (UCLA's Institute for Democracy, Education, & Access, 2003).

Indiana teachers have a two-fold obligation with regard to OTL. First, teachers must provide students with OTL for Indiana Academic Standards and Indicators that are assessed in the classroom and on ISTEP+. Second, and just as important, teachers must provide OTL in terms of the CCSS content that students must learn in preparation for college and careers, as measured by the new CCSS assessments. In considering the latter, teachers must acknowledge that important consideration must be given to specific indicators over the course of the next few years that might otherwise go untaught unless consciously integrated into instruction.

Assessing Student Learning

In an effort to empower teachers and assist with the transition to CCSS, the Office of Student Assessment has created "Assessment Guidance" documents for grades 3-8. All of the Indiana Academic Standards and Indicators represent valuable content, and a number of those Indicators are assessed on ISTEP+. Other Indicators are best assessed in the classroom through a variety of assessment methods, including teacher observation, student presentations, and teacher-developed quizzes and tests. The Indicators assessed on ISTEP+ are identified on the documents with a "✓+"and a "✓"; those assessed in the classroom are acknowledged with a clipboard symbol (🗒).

Emphasis on Instruction

The Assessment Guidance also communicates instructional priorities with regard to the CCSS. Specific content that has been identified as *essential* for building the foundational skills required in the CCSS is incorporated at each grade level. The OTL for this essential content only exists at the particular grade level in the school year designated. If essential content is not taught,

students will experience a gap in learning. As there is risk to future learning if essential content is not taught and learned, it is important to note that **mastery of essential content is critical**. The instructional priorities play a key role in student success on the CCSS accountability assessments, known as the **Partnership for Assessment of College and Career Readiness (PARCC) Assessments**, which begin in 2014-15.

New for 2012-13
To assist teachers even more, the concentric circle graphic (similar to a bull's-eye) was created. This graphic displays the three levels of instructional priority. The highest priority, entitled *Critical Content*, is indicated by the "✓+" symbol and ideally represents approximately 60-80% of instructional time. The middle priority, entitled *Important Content*, is indicated by the "✓" symbol and represents approximately 20-40% of instructional time. The lowest priority, entitled *Additional Content*, is indicated by the (⬚) symbol and ideally represents approximately 5-10% of instructional time.

Instructional priorities related specifically to the CCSS have also been updated for 2012-13. This guidance focuses on CCSS foundational skills and connections to the Indiana Academic Standards, where appropriate. In addition, the guidance provides details for teachers with regard to the CCSS that must be taught in 2012-13 to ensure student success.
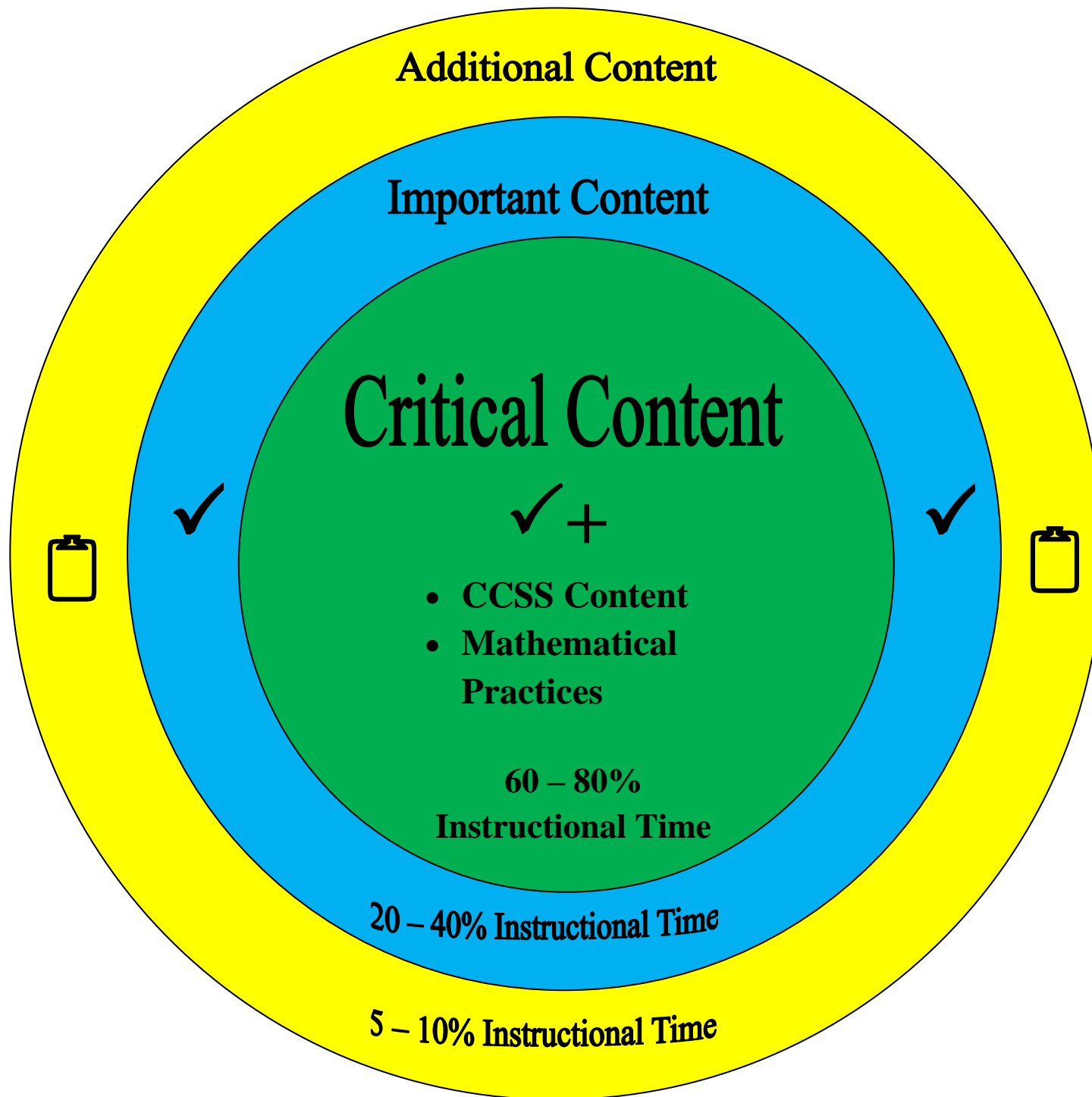
Instructional and Assessment Guidance 2012-13
English/Language Arts - Grade 3

Symbol	Content Priority	Approximate Instructional Time	Possible Test Questions	
			ISTEP+	**Acuity**
✓+	Critical	60 – 80%	Yes	Yes
✓	Important	20 – 40%	Yes	Yes
☐	Additional	5 – 10%	Assessed Locally	

Standard 1 Vocabulary		Standard 2 Informational Text		Standard 3 Literary Text		Standard 4 Writing Process		Standard 5 Writing Applications		Standard 6 Language Conventions	
3.1.1	✓	3.2.1	✓+	3.3.1	✓	3.4.1	☐	3.5.1	✓+	3.6.1	☐
3.1.2	✓	3.2.2	✓+	3.3.2	✓+	3.4.2	☐	3.5.2	✓+	3.6.2	✓+
3.1.3	☐	3.2.3	✓+	3.3.3	✓+	3.4.3	✓+	3.5.3	✓	3.6.3	✓+
3.1.4	✓+	3.2.4	✓+	3.3.4	✓+	3.4.4	✓	3.5.4	✓+	3.6.4	✓+
3.1.5	☐	3.2.5	✓+	3.3.5	☐	3.4.5	☐	3.5.5	✓+	3.6.5	✓+
3.1.6	✓+	3.2.6	✓+	3.3.6	✓	3.4.6	✓+	3.5.6	✓+	3.6.6	✓+
3.1.7	✓	3.2.7	✓	3.3.7	✓	3.4.7	☐	3.5.7	✓+	3.6.7	✓+
3.1.8	✓+	3.2.8	✓+	3.3.8	✓+	3.4.8	✓+	3.5.8	☐	3.6.8	✓+
3.1.9	✓	3.2.9	✓+			3.4.9	✓			3.6.9	✓

Common Core State Standards (CCSS)
2012-13 Instructional Priorities – Grade 3

The following content is essential for building the foundational skills required in the CCSS. <u>Mastery of this content is critical to avoid gaps in student learning</u>.

CCSS	Standard Text	Notes
3.RI.10/ 3.RL.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	See ICCSS Appendix B: Text Exemplars and Sample Performance Tasks: http://dc.doe.in.gov/Standards/AcademicStandards/ PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf
3.RI.1/ 3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3. RI.1 matches well to 3.2.2 and 3.2.3 and 3.RL.1 is **NEW** in the context of literature.
3.W.7 3.W.8	Research: • Conduct short research projects that build knowledge about a topic. • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	This CCSS extends IAS 3.5.8.
3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	This CCSS is partially aligned to IAS 3.5.6. An opinion piece, as required by the CCSS, is not *always* persuasive and the CCSS is more rigorous.
3.RI.2/ 3.RL.2	Determine the main idea of a text; recount the key details and explain how they support the main idea. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.RI.2 extends IAS 3.2.5 and 3.RL.2 extends on IAS 3.3.4, 3.3.2, and 3.3.7.

3.RI.5/ 3.RL.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	These CCSS are **NEW**.

3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	  b. Form and use regular and irregular plural nouns.
	  c. Use abstract nouns (e.g., childhood).
	  d. Form and use regular and irregular verbs.
	  e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	  f. Ensure subject-verb and pronoun-antecedent agreement.
	  g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	  h. Use coordinating and subordinating conjunctions.
	  i. Produce simple, compound, and complex sentences.
		This is partially aligned to IAS 3.6.5 and 3.6.2. The CCSS includes several **NEW** skills at this grade level. Components of this Common Core Standard are found in IAS 4.6.2, 4.6.4, 5.6.8, 5.6.3, 5.6.4, and 6.6.2.

3.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	  a. Capitalize appropriate words in titles.
	  b. Use commas in addresses.
	  c. Use commas and quotation marks in dialogue.
	  d. Form and use possessives.
	  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
	  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		This aligns with IAS 3.6.6, 3.6.8, and 3.1.7. IAS 4.6.5 addresses the use of possessives, which is a **NEW** skill at this grade level.

3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	The concept of "academic" and "domain-specific" vocabulary is new, as is the idea that it should come from text that the students are reading.

Instructional and Assessment Guidance 2012-13
English/Language Arts - Grade 4

Symbol	Content Priority	Approximate Instructional Time	Possible Test Questions	
			ISTEP+	Acuity
✓+	Critical	60 – 80%	Yes	Yes
✓	Important	20 – 40%	Yes	Yes
🗋	Additional	5 – 0%	Assessed Locally	

Standard 1 Vocabulary		Standard 2 Informational Text		Standard 3 Literary Text		Standard 4 Writing Process		Standard 5 Writing Applications		Standard 6 Language Conventions	
4.1.1	🗋	4.2.1	✓+	4.3.1	✓	4.4.1	🗋	4.5.1	✓+	4.6.1	🗋
4.1.2	✓+	4.2.2	🗋	4.3.2	✓+	4.4.2	🗋	4.5.2	✓+	4.6.2	✓+
4.1.3	✓+	4.2.3	✓+	4.3.3	✓+	4.4.3	🗋	4.5.3	🗋	4.6.3	🗋
4.1.4	✓+	4.2.4	🗋	4.3.4	✓+	4.4.4	🗋	4.5.4	🗋	4.6.4	✓+
4.1.5	✓	4.2.5	✓+	4.3.5	✓+	4.4.5	🗋	4.5.5	✓+	4.6.5	✓+
4.1.6	✓+	4.2.6	✓+	4.3.6	✓+	4.4.6	✓+	4.5.6	✓+	4.6.6	✓+
4.1.7	✓+	4.2.7	✓	4.3.7	✓+	4.4.7	🗋			4.6.7	✓+
		4.2.8	✓			4.4.8	✓+			4.6.8	✓+
		4.2.9	✓+			4.4.9	🗋				
						4.4.10	✓+				
						4.4.11	🗋				
						4.4.12	✓+				

Common Core State Standards (CCSS)
2012-13 Instructional Priorities – Grade 4

The following content is essential for building the foundational skills required in the CCSS. <u>Mastery of this content is critical to avoid gaps in student learning</u>.

CCSS	Standard Text	Notes
4.RI.10/ 4.RL.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	See ICCSS Appendix B: Text Exemplars and Sample Performance Tasks: http://dc.doe.in.gov/Standards/AcademicStandards/ PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf
4.RI.1/ 4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	This extends IAS 4.2.3.
4.W.7 4.W.8 4.W.9	Research: - Conduct short research projects that build knowledge through investigation of different aspects of a topic. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. - Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	CCSS 4.W.7 and 4.W.8 extend IAS 4.5.3

4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	    b. Provide reasons that are supported by facts and details.
	    c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	    d. Provide a concluding statement or section related to the opinion presented.
		The CCSS provides a more rigorous expectation for the development of an opinion piece. The expectations of IAS 4.5.2 are subsumed by the Common Core Standard.

4.RI.2/ 4.RL.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	CCSS 4.RI.2 partially aligns with IAS 4.2.3 and 4.2.9. CCSS 4.RL.2 aligns with 4.3.6 and includes a summarization of the text.
4.RI.5/ 4.RL.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	CCSS 4.RI.5 extends IAS 4.2.1. CCSS 4.RL.5 is **NEW**.

4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	    a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	    b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	    c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	    d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	    e. Form and use prepositional phrases.
	    f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	    g. Correctly use frequently confused words (e.g., to, too, two; there, their).
		This partially aligns with IAS 4.6.2 and 4.6.4. The CCSS includes several **NEW** skills at this grade level: relative pronouns, the progressive verb tense, modal auxiliaries, the conventional ordering of adjectives, and the distinction between frequently confused words (e.g., to, too, two; there, their). Some of these concepts are later addressed in IAS 5.6.1, 5.6.3, 6.6.5.

| 4.L.2 | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade-appropriate words correctly, consulting references as needed. | This CCSS partially aligns with IAS 4.6.5, 4.6.7, and 4.6.8. |
| 4.L.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | The concept of "academic" and "domain-specific" vocabulary is new, as is the idea that it should come from text that the students are reading. |

Instructional and Assessment Guidance 2012-13
English/Language Arts - Grade 5

Symbol	Content Priority	Approximate Instructional Time	Possible Test Questions	
			ISTEP+	Acuity
✓+	Critical	60 – 80%	Yes	Yes
✓	Important	20 – 40%	Yes	Yes
📋	Additional	5 – 0%	Assessed Locally	

Standard 1 Vocabulary		Standard 2 Informational Text		Standard 3 Literary Text		Standard 4 Writing Process		Standard 5 Writing Applications		Standard 6 Language Conventions	
5.1.1	📋	5.2.1	✓+	5.3.1	✓+	5.4.1	📋	5.5.1	✓+	5.6.1	✓+
5.1.2	✓+	5.2.2	✓+	5.3.2	✓+	5.4.2	📋	5.5.2	✓+	5.6.2	✓+
5.1.3	✓+	5.2.3	✓+	5.3.3	✓+	5.4.3	📋	5.5.3	📋	5.6.3	✓+
5.1.4	✓+	5.2.4	✓+	5.3.4	✓+	5.4.4	✓	5.5.4	✓+	5.6.4	✓+
5.1.5	✓+	5.2.5	✓+	5.3.5	✓+	5.4.5	📋	5.5.5	✓+	5.6.5	✓+
5.1.6	✓+	5.2.6	📋	5.3.6	✓	5.4.6	📋	5.5.6	✓+	5.6.6	✓+
				5.3.7	✓	5.4.7	✓	5.5.7	📋	5.6.7	✓+
				5.3.8	✓	5.4.8	✓+			5.6.8	✓+
						5.4.9	📋				
						5.4.10	✓+				
						5.4.11	📋				

Common Core State Standards (CCSS)
2012-13 Instructional Priorities – Grade 5

The following content is essential for building the foundational skills required in the CCSS. <u>Mastery of this content is critical to avoid gaps in student learning</u>.

CCSS	Standard Text	Notes
5.RI.10/ 5.RL.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	See ICCSS Appendix B: Text Exemplars and Sample Performance Tasks: http://dc.doe.in.gov/Standards/AcademicStandards/ PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf
5.RI.1/ 5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS 5.RI.1 partially aligns to IAS 5.2.3 and 5.2.4. CCSS 5.RL.1 is **NEW** in the context of literature.
5.W.7 5.W.8 5.W.9	Research: - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. - Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]."). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").	CCSS 5.W.7 and 5.W.8 partially align to IAS 5.5.3.

5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	    b. Provide logically ordered reasons that are supported by facts and details.
	    c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
	    d. Provide a concluding statement or section related to the opinion presented.
		The CCSS provides a more rigorous expectation for the development of an opinion piece. The expectations of IAS 5.5.2 are subsumed by the Common Core Standard.

5.RI.2/ 5.RL.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	CCSS 5.RI.2 partially aligns with IAS 5.2.3 and 5.5.7. CCSS 5.RL.2 expands on 5.3.4 and 5.3.8.
5.RI.5/ 5.RL.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	CCSS 5.RI.5 extends IAS 5.2.2. CCSS 5.RL.5 partially aligns to IAS 5.3.1.

5.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	    a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	    b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
	    c. Use verb tense to convey various times, sequences, states, and conditions.
	    d. Recognize and correct inappropriate shifts in verb tense.
	    e. Use correlative conjunctions (e.g., either/or, neither/nor).
		This partially aligns with IAS 5.6.3, but the majority of skills in this CCSS are **NEW** at this grade level. Part b is found in IAS 6.6.2.

5.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	
	    a. Use punctuation to separate items in a series.
	    b. Use a comma to separate an introductory element from the rest of the sentence.
	    c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	    d. Use underlining, quotation marks, or italics to indicate titles of works.
	    e. Spell grade-appropriate words correctly, consulting references as needed.
		This CCSS partially aligns with IAS 5.6.7 and 5.6.5. Additional contents from the IAS are a covered in other CCSS grade levels.

5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	The concept of "academic" and "domain-specific" vocabulary is new, as is the idea that it should come from text that the students are reading.

Instructional and Assessment Guidance 2012-13
English/Language Arts - Grade 6

Symbol	Content Priority	Approximate Instructional Time	Possible Test Questions	
			ISTEP+	Acuity
✓+	Critical	60 – 80%	Yes	Yes
✓	Important	20 – 40%	Yes	Yes
🗋	Additional	5 – 10%	Assessed Locally	

Standard 1 Vocabulary		Standard 2 Informational Text		Standard 3 Literary Text		Standard 4 Writing Process		Standard 5 Writing Applications		Standard 6 Language Conventions	
6.1.1	🗋	6.2.1	✓+	6.3.1	✓	6.4.1	🗋	6.5.1	✓+	6.6.1	✓+
6.1.2	✓+	6.2.2	✓+	6.3.2	✓+	6.4.2	✓	6.5.2	✓+	6.6.2	✓+
6.1.3	✓	6.2.3	✓+	6.3.3	✓	6.4.3	✓	6.5.3	🗋	6.6.3	✓+
6.1.4	✓+	6.2.4	✓+	6.3.4	✓+	6.4.4	🗋	6.5.4	✓+	6.6.4	✓+
6.1.5	✓	6.2.5	✓	6.3.5	✓	6.4.5	🗋	6.5.5	✓+	6.6.5	✓+
		6.2.6	✓+	6.3.6	✓+	6.4.6	🗋	6.5.6	✓+	6.6.6	✓+
		6.2.7	✓+	6.3.7	✓+	6.4.7	🗋	6.5.7	✓+		
		6.2.8	✓+	6.3.8	✓	6.4.8	✓+	6.5.8	✓+		
		6.2.9	✓	6.3.9	✓+	6.4.9	✓				
						6.4.10	✓+				

Common Core State Standards (CCSS)
2012-13 Instructional Priorities – Grade 6

The following content is essential for building the foundational skills required in the CCSS. <u>Mastery of this content is critical to avoid gaps in student learning</u>.

CCSS	Standard Text	Notes
6.RI.10/ 6.RL.10	By the end of the year, read and comprehend literary nonfiction in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	See ICCSS Appendix B: Text Exemplars and Sample Performance Tasks: http://dc.doe.in.gov/Standards/AcademicStandards/ PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf
6.RI.1/ 6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CCSS 6.RI.1 partially aligns with IAS 6.2.6 and 6.2.7. CCSS 6.RL.1 is **NEW** in the context of literature.

6.W.7 6.W.8 6.W.9	Research:
	• Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	• Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	• Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").
	    b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").
		CCSS 6.W.7 and 6.W.8 partially align with IAS 6.5.3. CCSS 6.W.9 extends IAS 6.5.4.

6.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	    a. Introduce claim(s) and organize the reasons and evidence clearly.
	    b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	    c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
		This extends IAS 6.5.5. Please note there is a distinction between "persuasion" in IAS and "argument" in CCSS.

	d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	
6.RI.2/ 6.RL.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	CCSS 6.RI.2 partially aligns with IAS 6.2.7. CCSS 6.RL.2 extends IAS 6.3.6.
6.RI.5/ 6.RL.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	CCSS 6.RI.5 and 6.RL.5 are **NEW**.

6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	    a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
	    b. Use intensive pronouns (e.g., myself, ourselves).
	    c. Recognize and correct inappropriate shifts in pronoun number and person.
	    d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
	    e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
		The CCSS includes greater emphasis on a variety of pronoun concepts than IAS 6.6.2. The verb tense content found in IAS 6.6.2 is addressed in the Common Core Standards in previous grades (5.L.1.b and 3.L.1.f).

6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	    a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	    b. Spell correctly.
		CCSS partially aligns to IAS 6.6.3 and matches IAS 6.6.5.

6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	The concept of "academic" and "domain-specific" vocabulary is new, as is the idea that it should come from text that the students are reading.

Instructional and Assessment Guidance 2012-13
English/Language Arts - Grade 7

Symbol	Content Priority	Approximate Instructional Time	Possible Test Questions	
			ISTEP+	**Acuity**
✓+	Critical	60 – 80%	Yes	Yes
✓	Important	20 – 40%	Yes	Yes
🗒	Additional	5 – 10%	Assessed Locally	

Standard 1 Vocabulary		Standard 2 Informational Text		Standard 3 Literary Text		Standard 4 Writing Process		Standard 5 Writing Applications		Standard 6 Language Conventions	
7.1.1	✓+	7.2.1	✓+	7.3.1	🗒	7.4.1	🗒	7.5.1	✓+	7.6.1	✓+
7.1.2	✓+	7.2.2	🗒	7.3.2	✓+	7.4.2	✓+	7.5.2	✓+	7.6.2	✓+
7.1.3	✓+	7.2.3	✓+	7.3.3	✓+	7.4.3	✓+	7.5.3	🗒	7.6.3	✓+
		7.2.4	✓+	7.3.4	✓+	7.4.4	🗒	7.5.4	✓+	7.6.4	✓+
		7.2.5	✓	7.3.5	✓+	7.4.5	✓	7.5.5	✓+	7.6.5	✓+
		7.2.6	🗒	7.3.6	🗒	7.4.6	🗒	7.5.6	✓+	7.6.6	✓+
		7.2.7	✓+	7.3.7	✓+	7.4.7	🗒	7.5.7	✓+	7.6.7	✓+
		7.2.8	✓+	7.3.8	✓	7.4.8	✓+			7.6.8	✓+
		7.2.9	✓	7.3.9	✓	7.4.9	✓			7.6.9	✓+
		7.2.10	✓			7.4.10	✓+			7.6.10	✓+

Common Core State Standards (CCSS)
2012-13 Instructional Priorities – Grade 7

The following content is essential for building the foundational skills required in the CCSS. <u>Mastery of this content is critical to avoid gaps in student learning</u>.

CCSS	Standard Text	Notes
7.RI.10/ 7.RL.10	By the end of the year, read and comprehend literary nonfiction in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	See ICCSS Appendix B: Text Exemplars and Sample Performance Tasks: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf
7.RI.1/ 7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CCSS 7.RL. extends IAS 7.2.7. CCSS 7.RL.1 is **NEW** in the context of literature.
7.W.7 7.W.8 7.W.9	Research: • Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions to further research and investigation. • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history."). b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").	CCSS 7.W.7 and 7.W.8 extend IAS 7.5.3. CCSS 7.W.9 extends IAS 7.5.2.

7.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	
	   a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	   d. Establish and maintain a formal style.
	   e. Provide a concluding statement or section that follows from and supports the argument presented.
		This extends IAS 7.5.4. Please note there is a distinction between "persuasion" in IAS and "argument" in CCSS.

7.RI.2/ 7.RL.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	CCSS 7.RI.2 is **NEW**. CCSS 7.RL.2 extends IAS 7.3.4.
7.RI.5/ 7.RL.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	CCSS 7.RI.5 extends 7.2.1. CCSS 7.RL.5 extends IAS 7.3.1.

7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	   a. Explain the function of phrases and clauses in general and their function in specific sentences.
	   b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	   c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
		This CCSS extends IAS 7.6.10 and 7.6.5. IAS 7.6.1 attends to the use of the active voice (found in CCSS 8.L.3a).

7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	   a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
	   b. Spell correctly.
		CCSS 7.L.2 is well matched with IAS 7.6.9 and 7.6.8, but also refers to the use of commas to separate coordinate adjectives.

| 7.L.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | The concept of "academic" and "domain-specific" vocabulary is new, as is the idea that it should come from text that the students are reading. |

Instructional and Assessment Guidance 2012-13
English/Language Arts - Grade 8

Symbol	Content Priority	Approximate Instructional Time	Possible Test Questions	
			ISTEP+	Acuity
✓+	Critical	60 – 80%	Yes	Yes
✓	Important	20 – 40%	Yes	Yes
☐	Additional	5 – 10%	Assessed Locally	

Standard 1 Vocabulary		Standard 2 Informational Text		Standard 3 Literary Text		Standard 4 Writing Process		Standard 5 Writing Applications		Standard 6 Language Conventions	
8.1.1	✓+	8.2.1	✓	8.3.1	✓	8.4.1	☐	8.5.1	✓+	8.6.1	✓+
8.1.2	☐	8.2.2	✓+	8.3.2	✓+	8.4.2	✓+	8.5.2	✓+	8.6.2	✓+
8.1.3	✓+	8.2.3	☐	8.3.3	☐	8.4.3	✓+	8.5.3	☐	8.6.3	✓+
		8.2.4	✓+	8.3.4	✓+	8.4.4	☐	8.5.4	✓+	8.6.4	✓+
		8.2.5	☐	8.3.5	✓+	8.4.5	☐	8.5.5	☐	8.6.5	✓+
		8.2.6	☐	8.3.6	✓+	8.4.6	☐	8.5.6	✓+	8.6.6	✓+
		8.2.7	✓+	8.3.7	✓+	8.4.7	✓+	8.5.7	✓+	8.6.7	✓+
		8.2.8	✓	8.3.8	✓+	8.4.8	✓			8.6.8	✓+
		8.2.9	✓+			8.4.9	✓+				
						8.4.10	✓+				
						8.4.11	✓				

Common Core State Standards (CCSS)
2012-13 Instructional Priorities – Grade 8

The following content is essential for building the foundational skills required in the CCSS. <u>Mastery of this content is critical to avoid gaps in student learning</u>.

CCSS	Standard Text	Notes
8.RI.10/ 8.RL.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	See ICCSS Appendix B: Text Exemplars and Sample Performance Tasks: http://dc.doe.in.gov/Standards/AcademicStandards/ PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf
8.RI.1/ 8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	CCSS 8.RI.1 extends IAS 8.2.9. CCSS 8.RL.1 is **NEW** in the context of literature.

8.W.7
8.W.8
8.W.9
	Research:
	
	• Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	• Draw evidence from literary or informational texts to support analysis, reflection, and research.
	  a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on theme, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").
	  b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").
		CCSS 8.W.7 and 8.W.8 extend IAS 8.5.3. CCSS 8.W.9 extends IAS 8.5.2.

8.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	  d. Establish and maintain a formal style.
	  e. Provide a concluding statement or section that follows from and supports the argument presented.
		This extends IAS 8.5.4. Please note there is a distinction between "persuasion" in IAS and "argument" in CCSS.

8.RI.2/ 8.RL.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	CCSS 8.RI.2 is **NEW**. CCSS 8.RL.2 extends IAS 8.3.5.
8.RI.5/ 8.RL.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	CCSS 8.RI.5 is **NEW**. CCSS 8.RL.5 partially aligns with IAS 8.3.1.

8.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	    a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	    b. Form and use verbs in the active and passive voice.
	    c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	    d. Recognize and correct inappropriate shifts in verb voice and mood.
		The CCSS extends IAS 8.6.8 in parts b-d.

8.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	    a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	    b. Use an ellipsis to indicate an omission.
	    c. Spell correctly.
		The CCSS subsumes IAS 8.6.5, 8.6.6, 8.6.7 and makes a more specific reference to types of punctuation.

8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	The concept of "academic" and "domain-specific" vocabulary is new, as is the idea that it should come from text that the students are reading.